



Year 6 Autumn 1 2024 Curriculum Overview

Whole School Theme: Who are we?

Year 6 Inquiry – The United Kingdom has had a big impact for a small nation

Skills and Concepts		
<p>Research</p> <p>Formulating questions, Observing, Planning, collecting data, recording data, organising data, interpreting data, presenting findings</p>	<p>Communication</p> <p>Listening, Speaking, Reading, Writing, Viewing, Presenting, Non-verbal communication, Digital understanding</p>	<p>Self-Management</p> <p>Gross motor skills, Fine motor skills, Spatial awareness, Organisation, Time management, Safety, Healthy Lifestyle, Behaviour, Informed choices, Work ethic</p>
<p>Social</p> <p>Accepting responsibility, Group decision making, adopting a variety of group roles, respecting others, resolving conflict, Cooperating and collaborating, Social and environmental responsibility, Global awareness, Leadership, Developing entrepreneurship</p>	<p>Critical Thinking</p> <p>Knowledge acquisition, Comprehension, Application, Analysis, Synthesis, Evaluation, Didactical thought, Metacognition</p>	<p>Main Conceptual Learning</p> <p>Relationships</p>

Maths	English	Science	History
<p>Number – Place value</p> <ul style="list-style-type: none"> • Read, write and order 7-digit numbers • Order, round and partition 7-digit numbers <p>Number - Multiplication and division</p> <ul style="list-style-type: none"> • Practise multiplication for larger numbers, using the formal written methods of short and long multiplication • Perform mental calculations, including with large numbers • Solve problems involving addition, subtraction, multiplication and division • Use estimation to check answers to calculations <p>Number – Fractions</p> <ul style="list-style-type: none"> • Use common factors to simplify fractions; use common multiples to express fractions in the same denomination • Compare and order fractions, including fractions larger than 1 • Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions 	<p>Reading:</p> <p>Novel Study: Stormbreaker – Anthony Horowitz</p> <p>This unit aims to build on previous work to improve overall reading. It can significantly impact on success in school and beyond.</p> <p>The power of reading is immense, and I want the children to continue to be able to take full advantage of the benefits, pleasure and enjoyment that it has to offer. I aim to develop positive attitudes towards reading so every child thinks of themselves as a reader and has fostered a love of the written word in all its various forms. During English lessons, I wish to create a community of readers that share, enjoy and promote reading as a skill and desirable past time.</p> <p>During English lessons we use the VIPERS acronym to aid the recall of the six reading domains as part of the UK’s reading curriculum.</p> <p>VIPERS stand for Vocabulary; Inference; Prediction; Explanation; Retrieval; Sequence or Summarise. The six domains focus on the comprehension aspect of reading and not the mechanics: decoding, fluency, prosody etc. As</p>	<p>In Science we will complete a structured inquiry about ‘How has the United Kingdom influenced the scientific world?’</p> <p>We will research different British Scientists and consider how their theories have changed the way we live today.</p> <p>To go further and gain a deeper understanding of one scientific area, we will learn about Darwin’s Theory of Evolution and inheritance.</p> <p>By the end of the inquiry children will be able to:</p> <ol style="list-style-type: none"> recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution Understand how the United Kingdom has contributed and helped the world with its scientific breakthroughs. <p>They will also have learnt how to work scientifically, how to collect and analyse data and how to use their finding to form a scientific argument.</p>	<p>We will learn about the origins and development of the British Empire, exploring the impacts that Britain as a nation has had on the world, and the impacts the world has had on Britain.</p> <p>The children will work in groups to carry out their own research, deep diving into a chosen colonised country and exploring some of the issues arising.</p> <p>They will present their findings to the class, before analysing, connecting and presenting their final outcome.</p>

<p>Geometry – Position and direction</p> <ul style="list-style-type: none"> • Describe positions on the full coordinate grid (all four quadrants) • Draw and translate simple shapes on the coordinate plane and reflect them in the axes <p>Number – Addition and subtraction</p> <ul style="list-style-type: none"> • Practise addition and subtractions for larger numbers, using the formal written methods of columnar addition and subtraction • Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why • Solve problems involving addition, subtraction, multiplication and division • Use estimation to check answers to calculations and determine, in the context of the problem, an appropriate degree of accuracy <p>Number – Decimals</p> <ul style="list-style-type: none"> • Identify the value of each digit in numbers given to three decimal places and multiply and divide these numbers by 10, 100 and 1000 • Multiply decimals by whole numbers including in practical contexts, such as measures and money • Solve problems which require answers to be rounded to specified degrees of accuracy 	<p>such, VIPERS is not a reading scheme but rather a method of ensuring that children are familiar with a range of questions.</p> <p>Writing:</p> <p>Children will plan, draft, edit and evaluate their pieces of writing (both transactional and creative) throughout the term. The children will further develop their understanding of vocabulary, grammar and punctuation during English lessons and will learn various techniques to assist them in developing the skills needed for outstanding writing.</p> <p>We will also work on developing independence in editing work, a key skill, which is desirable long after leaving school.</p> <p>Spelling:</p> <p>In spelling we focus on preparing the children for what they will be encountering. Spelling lists are centred around the difficult language that children will be encountering in the novel. These spellings are designed to be difficult and to offer a chance for children to develop their vocabulary. It is important that they understand these words, and so the spelling is used as a way to prepare them for what they will read.</p>		
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<p>Measurement – Length</p> <ul style="list-style-type: none"> • Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate • Use, read, write and convert between standard units, converting measurements of length from a smaller unit of measure to a larger unit, and vice versa, using decimal notation up to three decimal places • Convert between miles and kilometres 			
Geography	Computer Science	Music and Drama	PE and Swimming
<p>No Geography this term.</p>	<p>This term in Computer Science we will be starting by understanding the core aspects of E-Safety. Then moving on to coding using Python.</p>	<p><u>Ukulele</u> Through learning the ukulele, the class will learn how to play and read chords, compose and perform music. We will also explore the structure of popular music.</p> <p><u>Pantomime/Playmaking</u> Children will learn about the history of the pantomime and create their own, focusing on script writing and developing the use of their expressive voices.</p>	<p><u>What makes us unique in Sport?</u></p> <p>How do sports impact our feelings and experiences?</p> <p>What are the main personality traits in Sport?</p> <ul style="list-style-type: none"> - Achievement-oriented - Hard work - Persistence - Commitment - Autonomy - Intelligence - Self-control <p><u>Football (Perfecting the skill continued)</u></p> <ul style="list-style-type: none"> - How do you deal with transitions/overloads? - What is a set piece in football? - Importance of defensive positioning/Develop key defensive skills

			<ul style="list-style-type: none"> - How can I evaluate and recognise success to help improve performance? - To improve shooting technique. <p><u>Hockey (perfecting the skill continued)</u></p> <ul style="list-style-type: none"> - To choose and implement a range of strategies and tactics to attack and defend. - To use speed, changing of direction and dribbling to advance towards a team's goal. - To combine and perform more complex skills at greater speed. - To show all skills learnt in matches. - To recognise and describe good individual and team performances. - How can I take on a leadership role when working with a team?
French	PSHEE	Art	Religious Education
Revisiting personal information French passport Possessive adjectives Revision of numbers 1 to 100 and beyond Le Tigre qui s'invita pour le thé (The Tiger Who Came to Tea - food & drink) Ordering food & drink French Breakfast The present tense of regular & irregular verbs The perfect tense of regular & irregular verbs The immediate/near future tense Writing sentences in the negative form (using ne & pas as well as other negative forms, such as ne ... jamais/rien/point/personne) Describing your daily routine and a typical school day, including reflexive verbs Christmas in Francophone countries	We will examine our school profile and attitudes to learning, focusing on how these attitudes and characteristics are essential to developing and maintaining a positive school community and prepare children for their futures. We will also focus on 'Families and relationships' acknowledging a range of family structures and learning the importance of respecting the choices of others.	We will research British artists and follow this with a 'deep dive' into the work of Banksy. After learning some drawing and painting skills, we will use what we have learned to create a final Banksy inspired work of art that reflects our views on the British Empire and its colonial past.	We will explore how the religious landscape of Britain has changed and question its connections to the development of The Empire, the Commonwealth and immigration. We will take a deeper dive into Hinduism, focusing on the festival of Diwali.

